

GRADES
9-12

GRADE LEVEL CONTENT EXPECTATIONS



High School Economics Strand

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SOCIAL STUDIES

Welcome to Michigan's DRAFT Grade Level Content Expectations for Social Studies

The performance statements contained in this document represent the work of classroom teachers, curriculum specialists, academicians, and the Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments for the next several years. They by no means represent an entire “curriculum” of learning social studies, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional educators.

The DRAFT Grade Level Content Expectations (GLCE) that you will see in this document are being distributed for the purposes of review and comment only. It would be premature to make any curricular or material selection decisions based on its contents. When the review period concludes, final changes will be made. The GLCE for Social Studies will then be presented to the State Board of Education for their approval. Following the approval of the State Board of Education, the revised GLCE will be made available for your use.

Social Studies

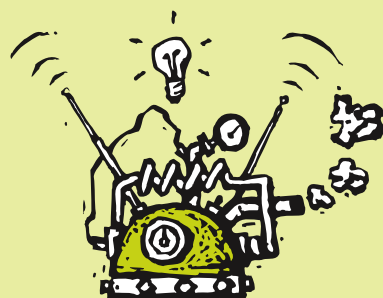
Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Civic efficacy is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.

The social studies curriculum for any grade level should be designed to assist students in making continuous progress toward meeting the standards for social studies contained in the Michigan Curriculum Framework. All the standards are pursued in the curriculum from kindergarten to graduation. The Content Standards and Benchmarks represent the full scope of the social studies curriculum. The language of the GLCE is the language of the benchmarks for social studies included in the Michigan Curriculum Framework. You should recognize the GLCE as a direct reflection of the work social studies educators have undertaken since the adoption of the Michigan Curriculum Framework benchmarks for social studies in 1995.

High School Economics Strand

An integrated approach to creating learning opportunities within the disciplines of economics should include history, geography, civics, inquiry and decision-making. The added dimensions of current events and persuasive civic writing will add contextual depth.

Share Your Ideas



*The **Social Studies Grade Level Content Expectations** are in the development phase. Put on your thinking caps and tell us what you think of the work in progress.*

Send your review comments to:

**Michigan Department of Education
Office of School Improvement
www.michigan.gov/glce**



HIGH SCHOOL ECONOMICS STRAND

Upon completion of high school, students will be able to:

1. discuss the importance of taking responsibility for personal and financial decisions and apply an effective decision-making process to personal financial choices as consumers, producers, savers, investors, and citizens. **IV.1.HS.3**
2. design a strategy for earning, spending, saving and investing his/her resources. **IV.1.HS.1**
3. identify incentives that affect people's behavior and explain how incentives affect their own decisions. **IV.1.HS.2**
4. evaluate ways to resolve conflicts resulting from differences between business interests and community values. **IV.2.HS.2**
5. make informed decisions by anticipating the consequences of inflation and unemployment. **IV.3.HS.2**
6. anticipate the impact of the federal government's and the Federal Reserve System's macroeconomic policy decisions on themselves and others. **IV.3.HS.2**
7. identify and evaluate the benefits and costs of alternative public policies, assess who enjoys the benefits and who bears the costs, and explain why the policies exist. **IV.3.HS.4**
8. identify the role of households, business firms, banks, government agencies and labor unions in the economy of the United States. **IV.4.HS.4**
9. describe the relationships among and between households, business firms, banks, government agencies and labor unions. **IV.4.HS.4**
10. compare and evaluate the benefits and costs of different methods for allocating goods and services in a free market economic system with other economic systems. **IV.4.HS.5**
11. explain how changes in the level of competition in different markets can affect price and output levels in a free market economic system with other economic systems. **IV.4.HS.5**
12. explain how specialization, interdependence and economic development are related. **IV.5.HS.3**
13. evaluate the benefits and obstacles of each economic system and the role of trade in economic growth. **IV.5.HS.1**
14. compare the benefits and costs of policies that alter trade barriers between nations, such as tariffs and quotas. **IV.5.HS.4**
15. describe the effects of currency exchange, interest rates and monetary policy on world trade and domestic economic activity. **IV.5.HS.4**
16. describe the relationship between the United States economy and the global economy. **IV.4.HS.2**
17. predict how prices change when the numbers of buyers or sellers in a market changes, and explain how the incentives facing individual buyers and sellers are affected. **IV.4.HS.1**
18. describe how a competitive world market affects the "what", "how" and "for whom" questions which define an economic system. **IV.4.HS.5**
19. describe and interpret the use of economic conditions and explain how those conditions can influence decisions made by consumers, producers, and government policymakers. **IV.3.HS.1**
20. develop generalizations pertaining to a specific social studies topic by interpreting information from a variety of sources. **V.1.HS.3**
21. generate possible resolutions to public issues and evaluate them using criteria that have been identified. **VI.1.HS.1**
22. compose elaborated persuasive essays by taking a position on issues of public policy, supporting them using data, core democratic values, prior social studies knowledge, and refuting an opponent's argument. **VI.3.HS.1**

Persuasive Civic Writing Scoring Guide

The Persuasive Civic Writing Scoring Guide has been in use since 1999. It is the basis for scoring the Persuasive Civic Writing question on the MEAP High School Test. It will not change. Teachers are encouraged to use this scoring guide with their students. Using the scoring guide when writing about public issues in the classroom, facilitates students' use of it during testing.

One point will be awarded for the successful inclusion of each of the following elements:

- a clear and supported statement of your position;
- supporting information using a core democratic value of American constitutional democracy.
- supporting knowledge from history, geography, civics (other than the core democratic values), or economics (it is not enough to state only your opinion);
- supporting information from the Data Section; and
- a credible argument someone with the opposite point of view could use and an explanation that reveals the flaw in his or her argument.

Some Core Democratic Values of American Constitutional Democracy

Core democratic values are the fundamental beliefs and constitutional principles of American society. These values unite all Americans. They are expressed in the Declaration of Independence, the United States Constitution, and other significant documents, speeches, and writings of the nation.

Fundamental Beliefs

Life
Liberty
The Pursuit of Happiness
Public or Common Good
Justice
Equality
Diversity
Truth
Popular Sovereignty
Patriotism

Constitutional Principles

The Rule of Law
Separation of Powers
Representative Government
Checks and Balances
Individual Rights
Freedom of Religion
Federalism
Civilian Control of the Military

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